

Welcome to the Social Studies Standards Revision!

All Participant Training
June 14, 2021

Introductions

- Share the following within your table groups:
 - Your name
 - Your title
 - Your school/organization
 - How you're feeling about being here
 - Share one question you have regarding your role or the work.

Welcome message from Secretary Sanderson

Goals for Morning

- Train all participants and answer questions
- Understand the guiding principles for the social studies standards work
- Clarify the process for the work
- Decide on key structural components
 - Guiding Principles
 - Anchor Standards
 - Skills
- Review timeline and next steps for the work

Group Norms

- Speak with the possibility of being heard and listen with the possibility of being changed.
- Everyone has an equal opportunity to share their thoughts and questions.
- We are all here to work together to make the standards stronger for our fellow teachers.
- Be ready to accept non-closure.
- This is a safe space to discuss tough conversations.
- Pay attention to what your peers need (include everyone and monitor your airtime).
- Find and be the positive in the work you do! :)
- Everyone is in charge of making sure the norms are met to ensure success!
- Your Turn:
 - Write down a norm you feel you are great at.
 - Write down a norm you feel you want your team to help you work on.

Other Thoughts

- Professional cell phone and computer use
- Take breaks as needed
- Respectfully contribute your ideas.
- Focus on what matters.
- Ask thoughtful and clarifying questions.
- Listen to understand.
- Link and connect ideas.
- Invite all perspectives.
- Recognize and suspend assumptions
- Participate fully and be present for the entire meeting .

Your Role as a Participant

- Work with your group to analyze state data and other research and pinpoint key details.
- Revise wording and change or add additional wording as the group feels is necessary.
- Make the standards easier to understand and use for all K-12 social studies teachers.
- Work with your group to revise the standards to prepare South Dakota students to be active, aware, and engaged citizens in their city, state, country, and world.
- Work with your group to determine any gaps within the current standards.

Tech Check In

- Please review the [webpage](#) where all of the work will happen
 - To access materials, click on *Writing Team Workspace*
 - Today's materials are in the *June 14* folder (each day will have a folder like this)
 - Each day you will also explore your team's appropriate folder as found in the main hub.
- Comfort level with...
 - Google docs
 - Google sheets

Other Resources Available

- **Toolbox**
 - SS progressions
 - Standards revision links
 - Unpacking Standards Compiled Civic Engagement Activities
 - Unpacking Standards Compiled Vocabulary Terms By Grade
 - C3 Framework in an excel format
- **Parking Lot in each grade/domain folder**
 - The purpose of this parking lot document is to allow group members to note questions they have regarding this revision process, or notes or questions they wish to have addressed or implementation ideas.
- **Daily QHC and Reflections**
 - We will collect whole group QHC at the beginning of each meeting and reflections at the end of each day and will discuss in our end of day discussions
- **Hard copy folder materials and C3 Framework book (yours to keep!)**
 - C3 dimensions start on page 23

Non-Negotiables

- Existing SD Laws :
 - 13-33-4 – Instruction on US and state constitutions required
 - 13-33-6.1 – Character development instruction
 - Core values to be an effective citizen
 - 13-24-22 – Representatives of patriotic societies permitted to speak to students at public schools
- Graduation requirements
 - 3 units of social studies
 - 1 unit U.S. History
 - .5 unit U.S. Government
 - 1.5 units social studies electives
 - .5 unit personal finance or economics
- Public Comment and BOE hearings in fall 2021-spring 2022
- We will have tough conversations, so please follow the norms to ensure everyone has a voice.
 - It is best to have these discussions now to prepare for public comment and BOE hearings

Goals of the Revision Work

- To collaboratively revise the South Dakota Social Studies Standards using current evidence-based practices, research and data to create a set of Social Studies Standards that reflect current, sustainable best practices that guide teachers and prepare our students to be active, aware, and engaged citizens of their communities, state, country, and world.

**Any questions about
the work and your role so
far?**

Beginning with the End in Mind

It is 2025...

The media is reporting the South Dakota Social Studies Standards are some of the best standards in the ENTIRE country...

1. How did they determine they are some of the best standards in the country? What were their criteria?
2. What critical elements of the standards does the article highlight/emphasize?
3. What does the article mention regarding impact of the standards on students?

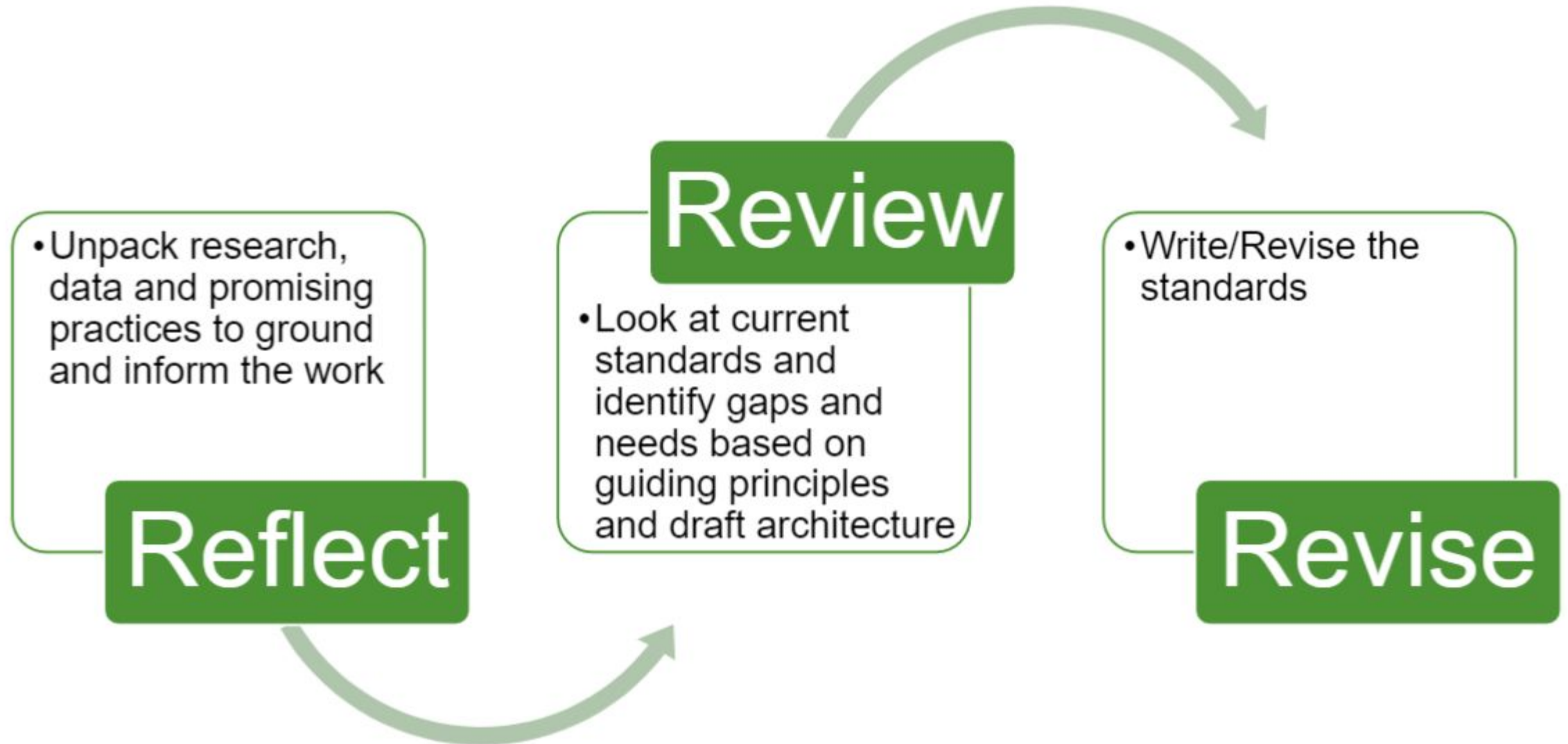
Brainstorming Process

- **Round 1:** Brainstorm and write down all of your ideas for that question
- Go to the next sheet
- **Round 2:** Review the ideas on the sheet:
 - add new ideas
 - circle or star ideas you agree with
 - put question marks next to ideas you have questions about
- **Round 3:** Move to the next sheet
 - add new ideas
 - circle or star ideas you agree with
 - put question marks next to ideas you have questions about
- **Round 4:** Go back to your home table and discuss as a whole table how this can inform the vision for the work

Revision Process

Key Elements When Revising Standards





State of the State of SS in SD

- Public Comment Data From Winter 2021
 - Incorporation of more diverse perspectives, especially Native American—standards are currently very Eurocentric (NA Perspectives Guide)
 - Fewer, more concise standards—many standards repeat themselves (8th and HS U.S. History)
 - Balance of content and skills
 - Need content to guide teachers with limited knowledge, but also need skills to show how the content can be applied to real life.
 - Ensure content discusses the past, but also talks about current events
 - Emphasizing current events with media literacy
 - Integrate more of C3 Framework
 - Standards need to be guides to help teachers feel more comfortable talking about tough topics.
 - Emphasizing real world connections
 - Getting students ready to be aware, informed, and involved/engaged citizens
 - Teach students the skills to think like a historian, geographic, political scientist, or an economist throughout K-12
 - We want students to understand the positive and negative aspects of our history, while still being proud to be an American who is equipped with the skills to work together to make a better future.

- C3 Framework Workshop Recap
 - What C3 is and its relation to SD social studies standards
 - National k-12 social studies standards that build on content and skills
 - Already embedded within some of our standards
 - Informed action and end products
 - Compelling and supporting questions
 - Applying and Assessing Disciplinary Concepts and Skills
 - Finding Credible Sources and Integrating Them into Inquiry-Based Lesson Plans
- We are using C3 as a guide, not as our final product--think about language, depth, etc. of C3.
- What experiences and content pieces are good for our students? What isn't?

State of the State of SS in SD

Based on what you heard - what do you want
to remember about the SD context to inform
your work moving forward
Must Haves/Nice to Have

Three things to Review:

- Guiding Principles
- Anchor Standards
- Skills

Guiding Principles

- Guiding Principles
 - Data from team
 - What changes need to be made?
- Get into teams and make adjustments right in the document based on the feedback:
 - using red font for additional wording and strikethrough features
 - K-5 - 1-5
 - 6-8 - 6-10
 - 9-12 - 11-15

Anchor Standards

- The most essential ideas in the social studies disciplines that all students should understand during their k-12 experience.
- *Specifically, an anchor standard for K-12 social studies should:*
 - *Have broad importance and/or be a key organizing principle of a single discipline.*
 - *Provide a key tool for understanding or investigating more complex ideas and solving problems.*
 - *Relate to the interests and life experiences of students or be connected to societal or personal concerns.*
 - *Be teachable and learnable over multiple grades at increasing levels of depth and sophistication. That is, the idea can be made accessible to younger students but is broad enough to sustain continued investigation over years.*

Anchor Standards

- Review current standards
- Current Strands

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History	Geography	Civics	Economics
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Current Anchor Standards

- Proposed Anchor Standards
 - Keep
 - Adjust
 - Discard

Review and Adjust

- In your teams review the following:
 - Civics: Grades K-1, 6 and HS Civics
 - Economics: Grade 5 and HS Econ
 - Geography: Grades 2-3, 7 and HS Geography
 - History: Grade 4, 8, HS US and HS World
- Review the data and make adjustments using the same process as you did for the guiding principles

Skills

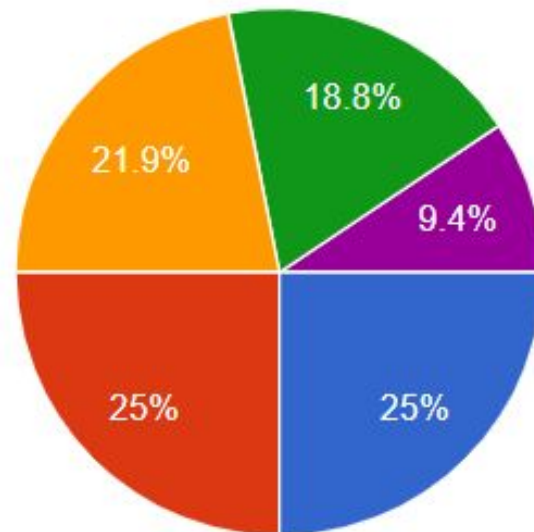
- *Social Studies skills define how and why each discipline investigates the world.*

Skills describe the major skills that historians, economists, political scientists and geographers employ as they investigate and build models and theories about the world and a key set of inquiry skills to use, emphasize engaging in inquiry requires not only skill but also knowledge that is specific to each practice.

Skills Data

Which option regarding Skills would make the standards the most manageable and meaningful for students

32 responses



- Combine the skills with the content in single standards (Like NE UT and NJ)
- Have a separate set of skill standards by GRADE BAND - which include discipli...
- Have a separate set of inquiry skill standards at EACH grade - (Like IA an...
- Combine disciplinary skills with the content in individual standards and a s...
- Combine disciplinary skills with the content in individual standards and a s...

Skill Options

1. Combine the skills with the content in single standards (Like NE UT and NJ)
2. Have a separate set of skill standards - which include disciplinary and inquiry skills (DC)
3. Have a separate set of inquiry skill standards at EACH grade and incorporate disciplinary skills into content standards - (Like IA and KY)

- UT

- **WH Standard 2.2:**

- Students will **use primary sources** to identify patterns in the stratification of social and gender structures across classical civilizations.

- **WH Standard 2.5:**

- Students will **construct an argument** for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations.

- NJ

- 6.1.5.GeoGl.3: **Use geographic tools** to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

Option 2

Skills

History	Geography	Civics	Economics	Inquiry
Understand and contextualize different perspectives	Analyze spatial patterns	Understand and respect multiple perspectives	Conduct Cost Benefit Analysis	Developing Questions and Planning Inquiries
Create a historical argument using primary and secondary sources	Interpret geographic data and representations	Compare political systems	Analyze Economic Data	Investigate and Evaluate Sources
Interpret and synthesize sources and information	Explain human and environmental interaction	Participate and deliberate in civic dialog	Practice Informed Decision Making	Using Evidence
Find, read and interpret primary and secondary sources	Explore global interconnections	Evaluate public policy and processes	Recognize how market conditions and structure influence outcomes	Draw and communicate Conclusions
		Analyze civic values		Taking Action/Student Agency

Option 3. Have a separate set of skill standards at EACH grade (For example IA and KY)

Kindergarten: Myself and My Community Standards

Introduction

The focus of kindergarten is to provide students with rich explorations of topics that affect them and their personal environment. They engage in learning about themselves, their school, city and local communities. Students also have opportunities to compare how life in the past is different from today, with respect to their own experiences.

Concepts and Practices	Standards
I: Questioning	K.I.Q.1 Ask compelling questions about their community.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>

K-12 Iowa Core in Social Studies

2nd Grade: Choices and Consequences

In second grade, students will learn about choices and consequences. They will engage in thinking and conversing about their own responsibility to take care of their community, focusing on cooperation and citizenship. They will also learn about how government plays a role in establishing and maintaining local community spaces.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.2.1. Explain why a compelling question is important.
Constructing Supporting Questions	SS.2.2. Generate supporting questions across the social studies disciplines related to compelling questions.
Gathering and Evaluating Sources	SS.2.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	SS.2.4. Construct responses to compelling questions using reasoning, examples, and relevant details
Taking Informed Action	SS.2.5. Take group or individual action to help address local, regional, and/or global problems.
	SS.2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Closing Time!

Discuss in your groups . . .

- Something you feel confident about from today's work
- Something you are worried about or still question
- Something you look forward to
- Any comments, questions or concerns?

Coming up tomorrow...

- We meet up again at 10am CT tomorrow morning, June 15 in this same location!
- Discuss goals of the day and answer questions
- Data and process discussion with work time

Take your personal items with you!

Any Questions?

